

Tennessee Comprehensive Assessment Program
Item Sampler

Grade 3



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Introduction

What is the TCAP Achievement Test?

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in five subject areas: Reading, Language Arts, Mathematics, Science, and Social Studies. The sample questions in this On-Line Item Sampler are representative of the item types and item formats that will be used in the actual test, including those questions with art and without art.

What are the questions testing?

Questions are written to test student performance in State and national content areas. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education.

These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/ci/cistandards.htm>

Who will be tested?

All students in grades three through eight will be tested.

How long will the tests take?

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits apply for students using accommodations.

How do I use the sample questions?

These questions provide information for students, parents, and teachers about the TCAP Achievement Test. The questions in the On-Line Item Sampler are representative of most of the question types that will be on the TCAP Achievement Test.

These questions can be used as a classroom learning session or as an individual, short practice test to prepare students for the actual test. Item types with and without art are presented to better familiarize students with the actual test format.

An answer key for the sample questions is provided at the end of this On-Line Item Sampler.

How will the tests be scored?

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

May calculators be used?

A calculator may be used for test items that do not measure the academic skill of computation, e.g., applied concepts and algebraic problems. Calculators may be used on most TCAP Achievement Mathematics Subtests. Calculators **may not** be used on any part of the K–2 test.

Which test accommodations may be used?

The Achievement Test may be administered using various procedures (or accommodations) that are used during the student’s daily educational program. Certain conditions must be met for students to be eligible for Special and English Language Learner Accommodations.

What are some tips for preparing students for the test?

Remind students to

Relax: It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

Listen: Listen to and read the test directions carefully.

Plan Use of Time: First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

Pause and Think: If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.

Reading and Language Arts



Directions

Read the story. Then answer Numbers 1 through 7.

Freddy and Moby Fish

One morning, when the water was warm and the sun had started to wake up all the animals along the riverbank, Freddy and his father Moby Fish were out for a swim. Just then, Freddy saw a tree frog in the branches over the riverbank. The frog was flicking flies with its tongue.

Freddy Fish had never seen a tree frog, so he swam close to the branches and asked, “What kind of animal are you?”

“I am the kind of animal that is busy and doesn’t like to be bothered by little fishes” slurped the tree frog.

“Ssh!” said Moby Fish to Freddy. “Let’s leave Frog alone and keep swimming.”

Freddy and Moby continued along the river. Soon they spotted a big, slow, sleepy river turtle. Freddy Fish had never seen a river turtle, so he swam up to the riverbank and asked, “What kind of animal are you?”

“I am the kind of animal that is sleepy and doesn’t like to answer questions from little fish,” snapped the turtle.

“Ssh!” said Moby Fish again. “Let’s leave Turtle alone and keep swimming.”

Again, Freddy and Moby swam further along the river. Soon the sun was setting low in the sky and the water was not so warm, and Moby and Freddy were ready to go home. Just then, Freddy spied a king-sized crocodile floating like a fat log atop the river. He had never seen a crocodile before, so he started to swim up to meet it.

Just then, Moby Fish darted in front of Freddy Fish, saying, “Ssh! Hurry, let’s swim away and leave Crocodile alone!” And the two swam home as swiftly as they could.

As they swam, Freddy said to Moby Fish, “Father, what kind of animal was that?”

“Swim faster!” said Moby Fish. “That is the kind of animal that is hungry and would like to have little fish like us for dinner!”

Reporting Category: 1 Content

Performance Indicator: 3.1.spi.4 Identify setting, characters, and plot in a reading selection.

1 This story mainly takes place

- Ⓐ in a river
- Ⓑ on a farm
- Ⓒ in the ocean
- Ⓓ on a mountain

Reporting Category: 2 Meaning

Performance Indicator: 3.1.spi.19 Determine appropriate inferences from text.

2 Based on the story, if Freddy swam up to a bear cub, Moby Fish would probably

- Ⓐ ignore Freddy and the bear cub
- Ⓑ introduce Freddy to the bear cub
- Ⓒ splash the bear cub with river water
- Ⓓ tell Freddy to leave the bear cub alone

Reporting Category: 3 Vocabulary

Performance Indicator: 3.1.spi.16 Recognize grade appropriate vocabulary within context.

3 Read the sentence from the story.

Just then, Freddy spied a king-sized crocodile floating like a fat log atop the river.

In this sentence, the word *spied* means

- Ⓐ hit
- Ⓑ saw
- Ⓒ liked
- Ⓓ heard

Reporting Category: 4 Writing/Organization

Performance Indicator: 3.2.spi.4 Rearrange events in sequential order.

- 4**
- 1 Freddy and Moby Fish are out for a morning swim.
 - 2 Freddy sees a tree frog.
 - 3 Freddy and Moby Fish swim away from a crocodile.
 - 4 Freddy talks to a turtle.

What is the correct order of events in the story?

- Ⓐ 1, 2, 4, 3
- Ⓑ 2, 3, 1, 4
- Ⓒ 3, 1, 2, 4
- Ⓓ 4, 3, 2, 1

Reporting Category: 5 Writing/Process

Performance Indicator: 3.2.spi.2 Identify the purpose for writing (i.e., to entertain, to inform, to exhibit knowledge, to respond to a picture, story, or art).

5 The purpose of this story is to

- Ⓐ inform readers about river dangers
- Ⓑ entertain readers with a funny story
- Ⓒ give readers facts about how fish swim
- Ⓓ tell readers a true story about wild animals

Reporting Category: 6 Grammar/Conventions

Performance Indicator: 3.3.spi.3 Recognize correct capitalization and end punctuation within context.

6 Which sentence is written correctly?

- Ⓐ Is Freddy a curious fish?
- Ⓑ Why was frog rude to freddy?
- Ⓒ Why is the river turtle so grumpy!
- Ⓓ the sunlight on the river was beautiful.

7 Look at the alphabetical list below.

branch

fish

river

turtle

Where does the word crocodile belong in the list?

- Ⓐ after turtle
- Ⓑ before branch
- Ⓒ between fish and river
- Ⓓ between branch and fish

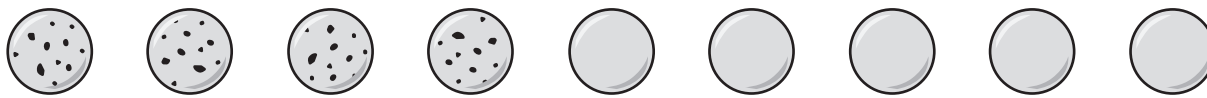
Mathematics



Reporting Category: 1 Number Sense/Number Theory

Performance Indicator: 3.1.spi.9 Connect written and pictorial representations of fractions with denominators up to ten.

1 Which fraction of the group of cookies have chocolate chips?



Ⓐ $\frac{4}{9}$

Ⓑ $\frac{1}{2}$

Ⓒ $\frac{2}{3}$

Ⓓ $\frac{4}{5}$

Reporting Category: 1 Number Sense/Number Theory

Performance Indicator: 3.1.spi.13 Represent whole numbers up to 10,000 in expanded form (e.g., 1000s + 100s + 10s + 1s).

2 Which is the same as 9,563 ?

Ⓐ $900 + 500 + 60 + 3$

Ⓑ $900 + 50 + 60 + 3$

Ⓒ $9,000 + 50 + 60 + 3$

Ⓓ $9,000 + 500 + 60 + 3$

Reporting Category: 2 Computation

Performance Indicator: 3.1.spi.8 Add two- and/or three-digit whole numbers.

3 Solve:

$$\begin{array}{r} 729 \\ +63 \\ \hline \end{array}$$

- Ⓐ 782
- Ⓑ 792
- Ⓒ 1,359
- Ⓓ 7,812

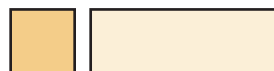
Reporting Category: 3 Algebraic Thinking

Performance Indicator: 3.2.spi.2 Extend repeating and growing numerical or geometric patterns.

4 Which two blocks are next in the pattern?



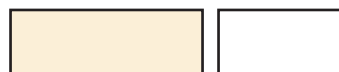
Ⓐ



Ⓒ



Ⓑ



Ⓓ

Reporting Category:**3 Algebraic Thinking****Performance Indicator:**

3.2.spi.5 Solve open sentences that involve addition and subtraction of whole numbers zero to twenty.

5 Solve: $18 - \square = 5$

- Ⓐ 3
- Ⓑ 5
- Ⓒ 13
- Ⓓ 23

Reporting Category**4 Real World Problem Solving****Performance Indicator:**

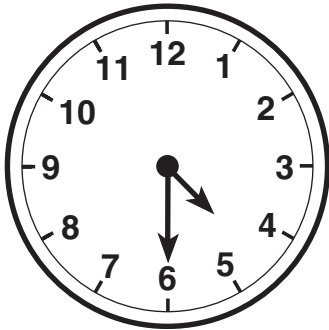
3.1.spi.10 Solve real-world problems using addition or subtraction of whole numbers.

6 A bakery has 46 donuts and 28 muffins in the display case.
How many more donuts than muffins are in the display case?

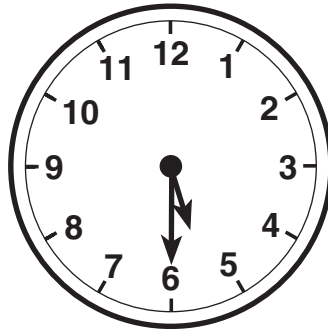
- Ⓐ 12
- Ⓑ 18
- Ⓒ 22
- Ⓓ 28

7

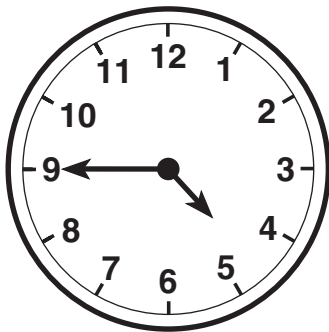
Robin went to the store. She left her house at 4:15 P.M. and came back 30 minutes later. Which clock shows when Robin came back?



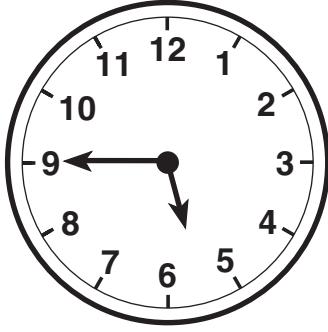
Ⓐ



Ⓒ

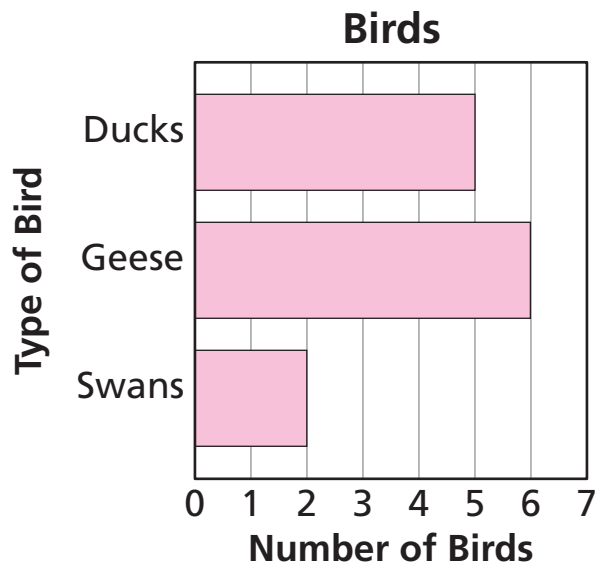


Ⓑ



Ⓓ

- 8 This graph shows the number of birds Chris saw at a lake.



How many more ducks are there than swans?

- Ⓐ 1
- Ⓑ 2
- Ⓒ 3
- Ⓓ 4

Reporting Category: 5 Data Analysis and Probability

Performance Indicator: 3.5.spi.5 Determine the most likely, least likely, or equally likely outcomes in simple experiments (i.e., spinner, number, or color cube).

9 Carl has a bag of marbles. Each marble is the same size. He has 3 green, 5 red, 8 white, and 7 yellow marbles. If Carl reaches into the bag and picks 1 marble without looking, which color is he least likely to pick?

- Ⓐ red
- Ⓑ green
- Ⓒ white
- Ⓓ yellow

Reporting Category: 6 Measurement

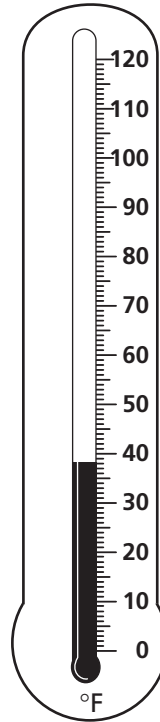
Performance Indicator: 3.4.spi.5 Select an appropriate standard unit to measure length.

10 Which of these could be the length of a lollipop?

- Ⓐ 3 inches
- Ⓑ 3 kilometers
- Ⓒ 3 millimeters
- Ⓓ 3 yards

11 What is the temperature shown on the thermometer?

- Ⓐ 32°F
- Ⓑ 35°F
- Ⓒ 38°F
- Ⓓ 40°F



Reporting Category: 7 Geometry

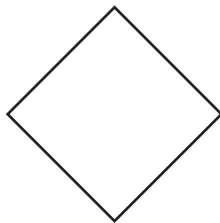
Performance Indicator: 3.3.spi.2 Name three-dimensional geometric figures (i.e., cube, cylinder, sphere, cone).

12 Which is the shape of the vase in the drawing below?



- Ⓐ cone
- Ⓑ cube
- Ⓒ cylinder
- Ⓓ sphere

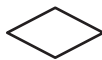
13 Which is the same size and shape as the figure below?



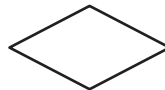
(A)



(C)



(B)



(D)

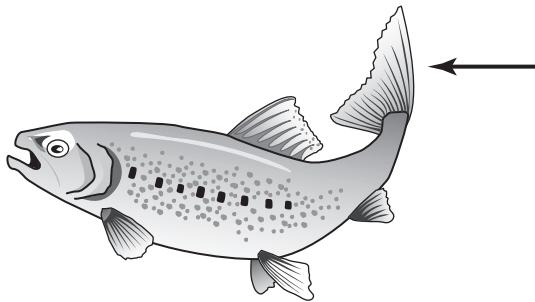
Science



Reporting Category: 1 Structure and Function of Organisms

Performance Indicator: 3.1.spi.3 Identify the function of specific plant and animal parts.

1 Look at the picture of the fish below.



The arrow points to the part that is mainly used for

- Ⓐ hearing
- Ⓑ warmth
- Ⓒ breathing
- Ⓓ movement

Reporting Category: 1 Structure and Function of Organisms

Performance Indicator: 3.3.spi.2. Recognize that animals obtain their food by eating plants or other animals.

2 Which of these is a rabbit's main source of food?

- Ⓐ mice
- Ⓑ plants
- Ⓒ insects
- Ⓓ sunlight

Reporting Category:

2 Ecology

Performance Indicator:

3.5.spi.1. Identify groups of similar organisms (i.e., plants and animals).

3 A class is learning about a group of organisms that are green in color and can make their own food. These organisms are

- Ⓐ birds
- Ⓑ plants
- Ⓒ insects
- Ⓓ mushrooms

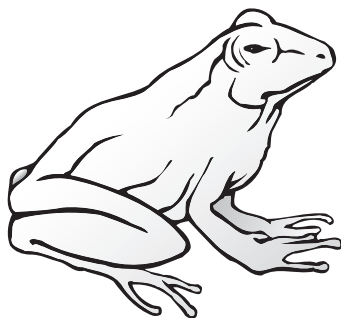
Reporting Category:

3 Life Cycles and Biological Change

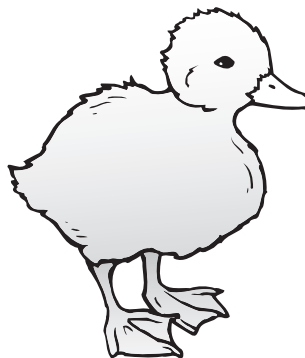
Performance Indicator:

3.4.spi.2. Select the illustration that shows an adult organism.

4 Which of these pictures shows an adult organism?



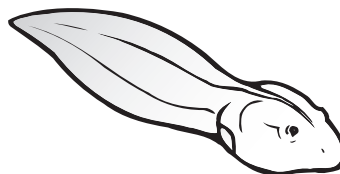
Ⓐ



Ⓒ



Ⓑ



Ⓓ

Reporting Category: 3 Life Cycles and Biological Change

Performance Indicator: 3.6.spi.2. Identify evidence used to determine that an organism previously existed.

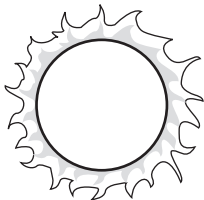
5 Which of these cannot be used to show that an organism existed millions of years ago?

- Ⓐ fossils
- Ⓑ photographs
- Ⓒ bones in tar pits
- Ⓓ insects in amber

Reporting Category: 4 Space, Weather, and Climate

Performance Indicator: 3.7.spi.5. Identify the components of the solar system (e.g., planets, moons).

6 Look at the picture below.



This is a picture of a

- Ⓐ star
- Ⓑ moon
- Ⓒ planet
- Ⓓ comet

Reporting Category: 4 Space, Weather, and Climate

Performance Indicator: 3.8.spi. Select appropriate clothing for a given weather condition.

7 Which of these would Chris probably wear to a picnic during summer vacation?

- Ⓐ wool pants and heavy sweater
- Ⓑ shorts and tee shirt
- Ⓒ raincoat and hat
- Ⓓ earmuffs and mittens

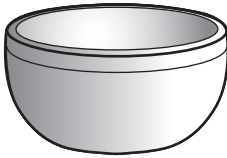
Reporting Category: 5 Earth's Features and Resources

Performance Indicator: 3.9.spi.3. Identify a geological feature given specific information.

8 A body of water flowing quickly is called

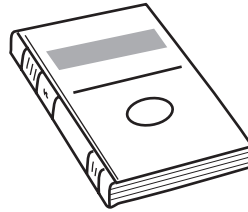
- Ⓐ a river
- Ⓑ a lake
- Ⓒ a puddle
- Ⓓ a pond

9 Which of these is an object that is not man-made?



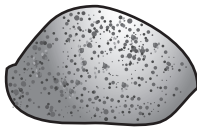
Bowl

(A)



Book

(C)



Pebble

(B)



Pencil

(D)

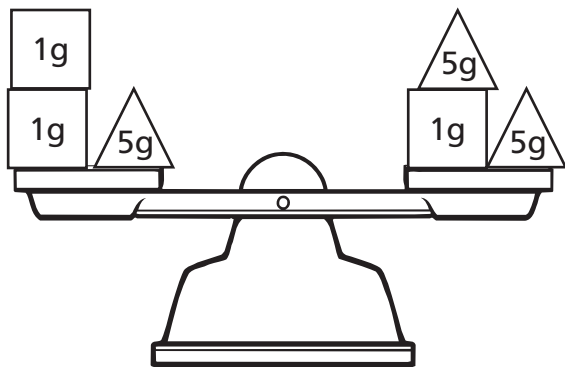
10

Sarah noticed there was a large puddle of rainwater in the playground before school. The rest of the day was very clear and warm.

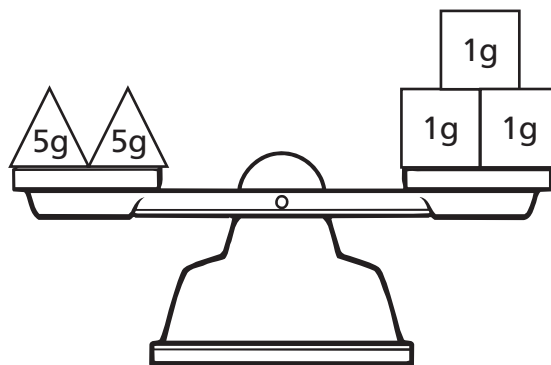
How would the size of the puddle most likely appear at the end of the school day?

- Ⓐ It would be wider.
- Ⓑ It would be longer.
- Ⓒ It would be smaller.
- Ⓓ It would be deeper.

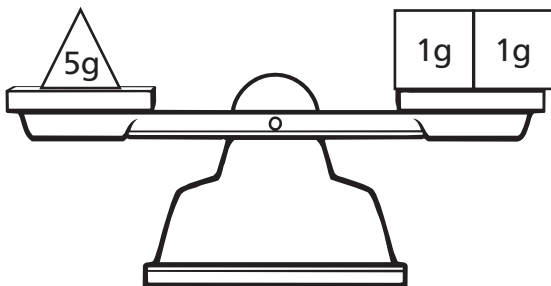
11 Which of these pictures of a balance scale is correct?



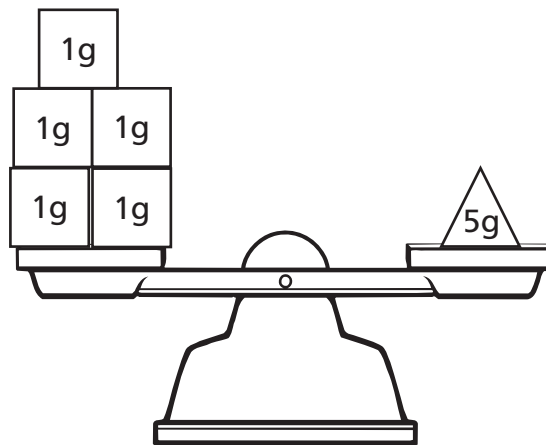
(A)



(C)



(B)

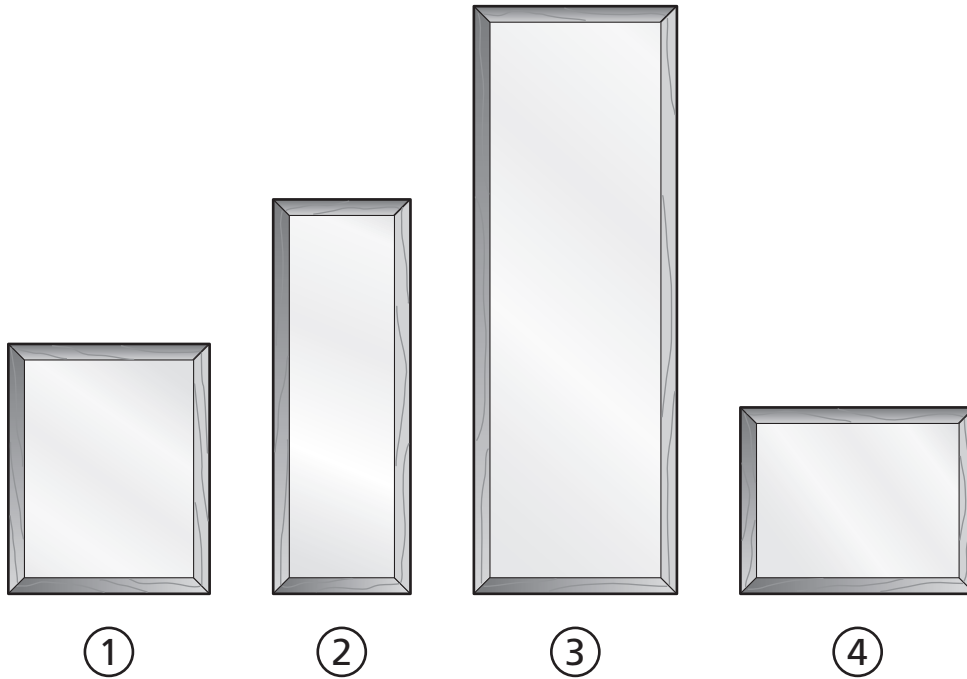


(D)

Reporting Category: 7 Matter

Performance Indicator: 3.2.spi.2. Order objects according to a specific property (e.g., longest to shortest, heaviest to lightest).

12 Four mirrors are shown below.



Which of these shows the mirrors ordered from the tallest to the shortest?

- Ⓐ 4-1-2-3
- Ⓑ 2-3-1-4
- Ⓒ 3-2-1-4
- Ⓓ 1-2-3-4

Reporting Category: 7 Matter

Performance Indicator: 3.3.spi.3. Identify methods for separating mixtures.

13 Which of these mixtures could be separated with a magnet?

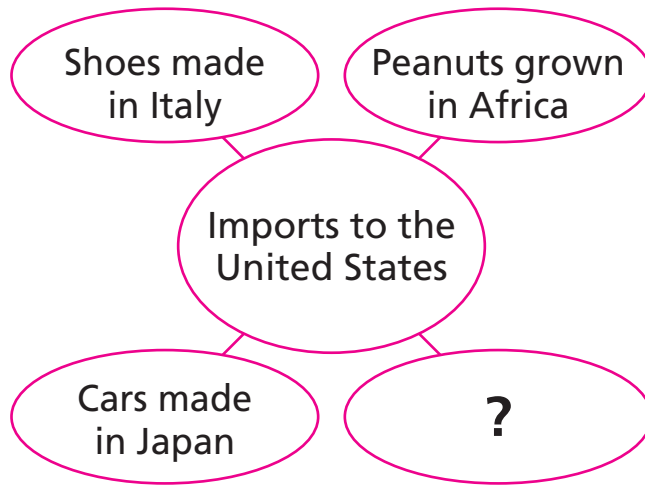
- Ⓐ a mixture of pins and pine needles
- Ⓑ a mixture of pins and sewing needles
- Ⓒ a mixture of toothpicks and sawdust
- Ⓓ a mixture of pine needles and toothpicks

Social Studies



Reporting Category: 1 Economics

Performance Indicator: 3.2.spi.3 Distinguish between import and export.



1 Which of these best completes the web above?

- Ⓐ Rugs made in Mexico
- Ⓑ Clothing made in Florida
- Ⓒ Books printed in New York
- Ⓓ Potatoes grown in Idaho

Reporting Category: 1 Economics

Performance Indicator: 3.2.spi.5 Differentiate between money and barter economies.

2 Which of these is an example of someone using a barter system?

- Ⓐ Cynthia buys a book from a store for five dollars.
- Ⓑ Andre gives his friend a baseball in exchange for a football.
- Ⓒ John sells lemonade in front of his house during the summer.
- Ⓓ Paul gets an allowance from his parents for helping with chores.

Reporting Category: 1 Economics

Performance Indicator: 3.6.spi.1 Classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, makeup).

3 Which of these is a need and not a want?



Ⓐ



Ⓑ



Ⓒ



Ⓓ

Reporting Category: 2 Governance and Civics

Performance Indicator: 3.4.spi.2 Determine the representative acts of a good citizen (i.e., obeying speed limit, not littering, walking within the crosswalk).

4 Which of these is an example of someone being a good citizen?

- Ⓐ A girl steals candy from a store.
- Ⓑ A boy puts his litter in a trash can.
- Ⓒ A man lets his dog run loose on the street.
- Ⓓ A woman drives faster than the speed limit.

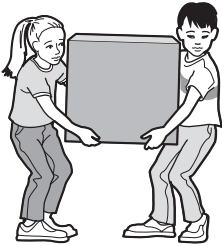
Reporting Category:

2 Governance and Civics

Performance Indicator:

3.6.spi.2 Distinguish between conflict and cooperation within group interactions as represented by pictures.

5 Which of these pictures shows people having a conflict?



(A)



(B)



(C)



(D)

Reporting Category:

3 Human Geography

Performance Indicator:

3.6.spi.3 Recognize major global concerns (i.e., pollution, conservation of natural resources, global warming, destruction of rain forest).

6 Which of these is an example of someone saving natural resources?

- (A) Laura takes very long showers.
- (B) Carrie recycles her newspapers.
- (C) Justin drives to work alone each day.
- (D) Ben catches more fish than he can use.

Reporting Category: 3 Human Geography

Performance Indicator: 3.1.spi.4 Interpret a chart or map identifying major cultural groups of the world.

Directions Use the chart below and what you know to do Number 7.

Languages of Some Countries

Country	Official Language
Australia	English
Chile	Spanish
Scotland	English
Morocco	Arabic
Netherlands	Dutch

7 Which of these countries have the same official language?

- Ⓐ Chile and Netherlands
- Ⓑ Scotland and Morocco
- Ⓒ Australia and Scotland
- Ⓓ Morocco and Netherlands

Reporting Category:

4 Physical Geography

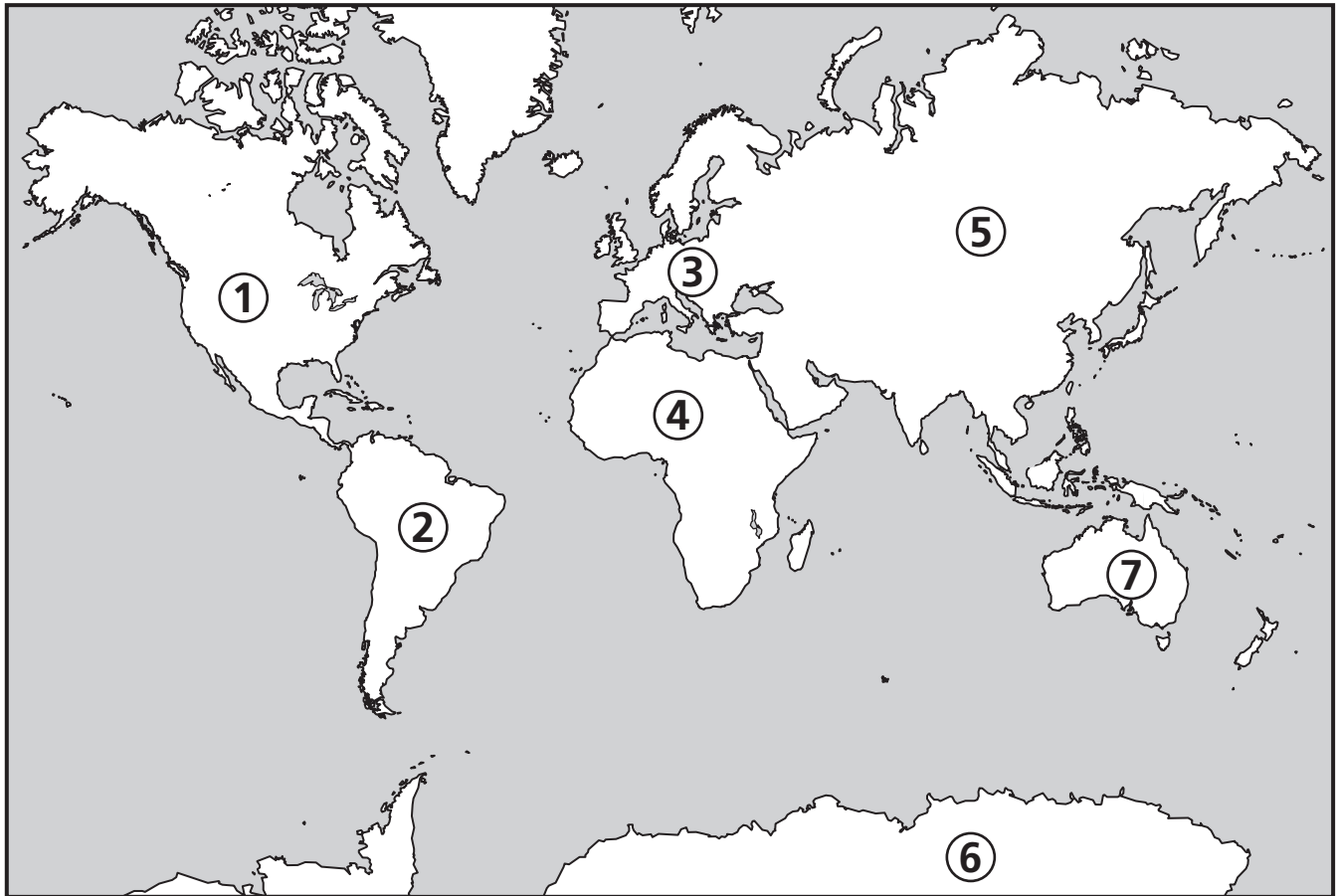
Performance Indicator:

3.3.spi.1. Identify the major physical components of the world (i.e., oceans, equator, continents, and hemispheres).

Directions

Use the map below and what you know to do Number 8.

The World



8 Which number on the map is located on Australia?

- (A) 2
- (B) 4
- (C) 6
- (D) 7

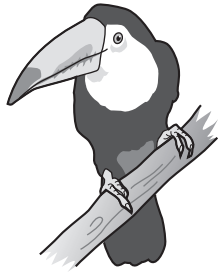
Reporting Category:

4 Physical Geography

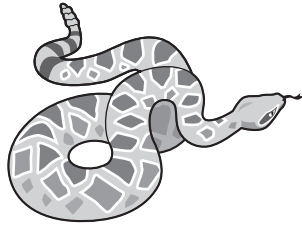
Performance Indicator:

3.3.spi.8 Differentiate the distinguishing characteristics of ecosystems (i.e., deserts, grasslands, rain forests).

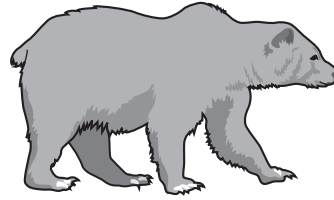
9 Which of these animals would you most likely find in a desert?



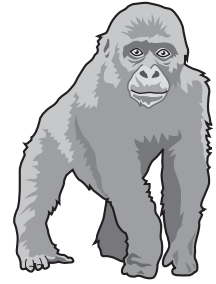
(A)



(B)



(C)



(D)

Reporting Category:

4 Physical Geography

Performance Indicator:

3.3.spi.9 Recognize the identifying characteristics of certain geographic features (i.e., peninsulas, islands, continents, mountains, rivers, deserts, oceans, and forests).

10 Which of these statements best describes a peninsula?

- (A) an area with lots of trees
- (B) an area that receives little rainfall
- (C) land surrounded by water on three sides
- (D) land that is higher than the surrounding area

Reporting Category: 5 History

Performance Indicator: 3.5.spi.1 Label events as past, present, and future.

11 Which of these describes an event that happened in the past?

- Ⓐ Cory will begin Grade 4 next fall.
- Ⓑ The class went to the museum last year.
- Ⓒ Andrea is having a music lesson this afternoon.
- Ⓓ The election for class president will be held on Tuesday.

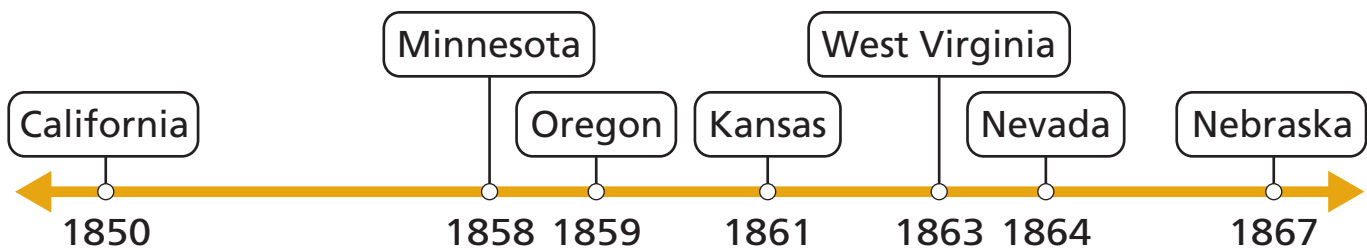
Reporting Category: 5 History

Performance Indicator: 3.5.spi.2 Use a timeline to determine the order of a historical sequence of events.

Directions

The timeline below lists the dates some states became part of the United States. Use the timeline and what you know to do Number 12.

When Some States Entered the Union



12 Which of these states became part of the United States after Nevada?

- Ⓐ California
- Ⓑ Kansas
- Ⓒ Nebraska
- Ⓓ Oregon

Answer Key

Reading and Language Arts

1	A
2	D
3	B
4	A
5	B
6	A
7	D

Mathematics

1	A
2	D
3	B
4	A
5	C
6	B
7	B
8	C
9	B
10	A
11	C
12	C
13	D

Science

1	D
2	B
3	B
4	A
5	B
6	A
7	B
8	A
9	B
10	C
11	D
12	C
13	A

Social Studies

1	A
2	B
3	B
4	B
5	D
6	B
7	C
8	D
9	B
10	C
11	B
12	C